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ABSTRACT

This collection of papers focuses on the application of transactional reader response theory in the classroom, offering a spectrum of strategies. There are 20 chapters in 4 parts. Part 1, "The Transactional Theory of Literature," includes (1) "The Transactional Theory of Literature" (Nicholas J. Karolides); (2) "Connecting Students and Literature: What Do Teachers Do and Why Do They Do It?" (Robert C. Small); (3) "'The Guy Who Wrote This Poem Seems To Have the Same Feelings as You Have': Reader-Response Methodology" (Leila Christenbury); and (4) "Writing from, of, and about Literature" (Robert E. Probst). Part 2, "Initiating Readers' Responses: Classroom Processes," includes (5) "Reader Response at the Movies" (Joy Gould Boyum); (6) "Mending Walls: Using a Reader-Response Approach to Teach Poetry" (Ron Luce); (7) "Two Reader-Response Classrooms: Using Prereading Activity and Readers Theatre Approaches" (Patricia P. Kelly); and (8) "'I Understand the Grief': Theory-Based Introduction to 'People'" (Deborah Appleman). Part 3, "Developing Readers; Response: Classroom Processes," includes (9) "Teaching Eudora Welty's 'Petrified Man': Expanding Preliminary Insights" (Marshall Toman); (10) "Reader Response to Drama: Prospecting for Human Understandings and Connections" (Linda Varvel); (11) "Hill Climbing with Thoreau: Creating Meaningful Carryover" (Mary Jo Schaars); (12) "Intensifying Transactions through Multiple Text Exploration: A Literature Circle Approach to Novels Set in the United States During World War II" (Elizabeth A. Poe); (13) "Role-Playing Experiences: Expanding Readers' Responses to Literature" (Nicholas J. Karolides); and (14) "A Writing-To-Learn/Reader-Response Approach to Teaching 'Antigone'" (Duane H. Roen). Part 4, "Exploring Differences: Gender, Race and Culture," includes (15) "'Trifles' as Treason: Coming to Consciousness as a Gendered Reader" (Laura Quinn); (16) "Reading and Teaching from the Outside: Responding to Native American Literature" (David W. Furniss); (17) "CultivaReader Response: Dawn's Responses to 'The Things They Carried' and 'When Heaven and Earth Changed Places'" (Arlette Ingram Willis); (18) "Teacher Learning in Response to Autobiographical Literature" (Jocelyn Glazier, Mary McVee, Susan Wallace-Cowell, Bette Shellhorn, Susan Florio-Ruane, and Taffy E. Raphael); (19) "Calypso, Jazz,

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Reggae, Salsa: Literature, Response, and the African Diaspora" (Linda A. Spears-Bunton); and (20) "Reader Responses to Roethke's 'My Papa's Waltz': Exploring Different Perspectives" (Jean E. Brown and Louise Garcia Harrison). (Papers contain references.) (SM)

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